

2008 Summer Residential Governor's School (SRGS) Academic Programs Application

Information Page

Use this application to apply for any of these programs:

- ✓ Agriculture
- ✓ Humanities
- ✓ Life Sciences and Medicine
- ✓ Mathematics, Science, and Technology Programs

Please Note: A new application has been developed for students applying to the 2008 mentorships in Engineering at NASA.NIA and in Marine Science at VIMS.

Please do not use this application for those programs.

For division information, please contact the gifted education coordinator whose contact information is available at the following Web site:

www.doe.virginia.gov/VDOE/Instruction/Gifted/gectable.pdf

Students must key in the data on the first page of this application for clarity and accuracy.

A contact's name and information are required on page 1 to enable the Department or the director of the Governor's School to confirm or clarify information.

**2008 SUMMER RESIDENTIAL GOVERNOR'S SCHOOL (SRGS)
ACADEMIC APPLICATION**

APPLICANTS MUST KEY THIS PAGE FOR CLARITY AND ACCURACY.

<input checked="" type="checkbox"/> I attend	<input type="checkbox"/> Public School	<input type="checkbox"/> Private School	<input type="checkbox"/> Home School
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APPLICANT INFORMATION: Provide **all** requested information.

Personal Information			
First Name		Date of Birth	
Middle Name		Nickname	
Last Name			
Home Address			
City		Virginia	ZIP
Home Telephone		Student's E-mail	

PROGRAM CHOICE: Mark only **one** choice.

Mark	Program	Mark	Program
	Agriculture (AG)		Life Sciences and Medicine (LSM)
	Humanities (HUM)		Math, Science, and Technology (MST)

HIGH SCHOOL INFORMATION: Complete **all** requested information.

High School		HS Contact Name and E-mail	
School Address			
City/State/ZIP			
Telephone		Fax Number	
Public School Students Only			
Division Name		School Division DOE Code	

STUDENT STATEMENT:

The decision to apply for Governor's School is my own. I want to participate fully in the program. If selected, I will abide by the rules and expectations explained in the program descriptions and all other expectations provided by the program director. The responses contained in this application are my own work and are truthfully offered.

SIGNATURE OF APPLICANT

DATE

FOR OFFICIAL USE ONLY BY GIFTED EDUCATION COORDINATORS: Indicate student's score and rank.

Score _____

Rank _____

ALL APPLICANTS MUST COMPLETE INFORMATION ON THIS PAGE.**CAREER HIGHLIGHTS: ACTIVITIES, RESEARCH AND HONORS**

In the three sections that follow, list accomplishments that highlight your positions of leadership or intellectual activities. Higher scores will be awarded to activities/programs in which you hold a position of leadership, and to research, study, presentations, and competitions associated with extra-curricular clubs, community groups, national organizations, etc.

Activities/Programs

List the three most significant activities/programs in which you have participated **during the past three years that relate to your area of interest**. Include the name of the organization, sponsoring agency, or group. Also, describe the time involved and any leadership position you have held. Under "Year" indicate the calendar year of the training or activity. If you need more space, attach a second sheet. Please explain any acronyms that you use.

Activity and Organization	Position Held	Time Involved	Year
<i>Example:</i> <i>Mu Alpha Theta</i>	<i>Vice President</i>	<i>6 hours/week</i>	<i>2007</i>
1.			
2.			
3.			

Research/Study Experiences

List the three most significant research/study experiences you have had **in the past three years that relate to your area of interest**. Make sure you include the name of any group, organization, or individual with whom you studied. If you need more space, attach a second sheet.

Study/Brief Description	Teacher	Organization	Time
<i>Example: Model UN research project to study birth rates in developing countries</i>	<i>John Doe, History</i>	<i>Sample HS</i>	<i>2 semesters, 2006-07</i>
1.			
2.			
3.			

Honors/Recognitions

In this section, please list the three **most significant honors/recognitions you have received during the last three years in your area of interest**.

Honor/Recognition	Level of Competition – Regional, State, National, International	Year
<i>Example:</i> <i>Distinguished Scholar, Sample County Kiwanis Club</i>	<i>Local</i>	<i>2007</i>
1.		
2.		
3.		

ALL APPLICANTS MUST COMPLETE INFORMATION ON THIS PAGE.**ACADEMIC SPEECH/ESSAY**

Students must respond to one of the speech or essay topics indicated below. The speech/essay should be 300-500 words (approximately two pages of double-spaced 12-point type, with a 1" margin on each side). Include your name in the upper right-hand corner of each page of the speech/essay. Students are asked to number the pages 3a and 3b and place them in the final academic application after this page. Students should review the rubric at the bottom of this page and consider each of the areas carefully as they proofread and edit their speeches/essays. Students may seek advice from appropriate teachers as they draft and revise their speeches/essays. Your speech/essay will be reviewed for its central idea, logic, elaboration, organization, unity, and voice; similarly the speech/essay will be reviewed for its adherence to grammatical conventions in sentence structure, usage, and mechanics.

SPEECH/ESSAY TOPICS

Students must respond to one of these prompts:

1. As the United States representative to an international council, you have the unique opportunity to speak before the council as it drafts a strategic plan to address major problems confronting humanity in the 21st century. As the first speaker, your speech may well set the tone for the direction of the international strategic plan. (1) What do you see as the most critical problem/issue facing humanity, and why do you consider this so important? (2) Briefly describe how you would recommend the council approach the problem. (3) Present your case and reasoning to encourage the council to place its attention on your critical issue first in its strategic plan.
2. H.L. Mencken, noted 20th century author and newspaper columnist, once remarked, "For every human problem, there is a neat, simple solution; and it is always wrong." Choose one contemporary problem/situation and argue the merit or the inaccuracy/inadequacy of Mencken's observation. If you believe Mencken was wrong, offer your own maxim and support your statement with evidence.
3. The explosion of technology in our world has brought benefits and challenges. Identify what you consider to be the greatest technological innovation in the past decade, and describe how this innovation has both benefited and challenged humanity. Using evidence, indicate how the challenges you have described could be overcome to increase the benefits to mankind.

SCORING RUBRIC

Composition	1	2	3	4
Central Idea	Missing	Unclear	Weak	Strong
Elaboration	Unclear	Seldom	Some	Appropriate
Organization	Lacking	Random	Lapses	Logical
Unity	Absent	Many digressions	Some digression	Unified
Voice	Silent	Absent	Weak	Controlled
Mechanics	0	1	2	
Sentence Structure	Weak	Some variety	Varied	
Usage	Incorrect	Some incorrect	Consistently correct	
Mechanics	Incorrect	Some incorrect	Consistently correct	

Applicant's Full Name	
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**ALL APPLICANTS AND PARENT/GUARDIAN MUST COMPLETE INFORMATION
ON THIS PAGE.**

APPLICANT AND PARENT/GUARDIAN ASSURANCES

I, the parent/guardian of, _____ permit my son/daughter, if selected, to participate in the 2008 Summer Residential Governor's School. I realize that transportation to and from the Governor's School and spending money for personal expenses must be provided by the participants. I understand that if selected for the program, he/she must abide by the rules and expectations set forth for the school. I further agree that I have been duly informed that LEAVES OF ABSENCE from these programs are allowed only for SEVERE CASES OF MEDICAL AND/OR FAMILY EMERGENCIES. Medical and family emergencies include major illness, hospitalization, or death of an immediate family member or guardian. I also understand that failure to participate in the programs, or unwillingness to abide by the rules and expectations, may be just cause for immediate dismissal.

SIGNATURE OF PARENT/GUARDIAN

DATE

Both student and parent/guardian must initial after having read the following assurances. These constitute the expectations for students who accept invitations to the Summer Residential Governor's School program.

Student Initials	Parent or Guardian Initials	Assurances
		I understand that leaves of absence are granted ONLY in the case of medical or family emergencies as described above. Participants are expected to arrive at the site by the opening ceremony, indicated in the 2008 Student and Parent Guide for Academic Governor's Schools, and remain at the site through the closing ceremony.
		I understand that the programs require concerted academic focus, preparation, and motivation from all participants and that participants are expected to demonstrate the emotional maturity and self-discipline to participate in the activities and to demonstrate respect for self, others, program, and school.
		I understand that participants will be expected to follow the rules and expectations, outlined in the 2008 Student and Parent Guide for Academic Governor's Schools, and any other instructions provided by the program director. These rules and expectations have been thoroughly read and are understood.
		I understand that each nominee and division gifted education coordinator/private school regional coordinator will be mailed acceptance and alternate information mid-April 2008, and that no information will be available before that date.
		I understand that possession of tobacco or alcohol, or non-prescription drugs will result in participant's immediate dismissal from the program and that participants are also subject to any disciplinary action that the sponsoring school division or private school chooses to invoke. Certain infractions may also result in legal consequences as outlined in the <i>Code of Virginia</i> .
		I understand that previous participants of any Summer Residential Governor's School program (including Governor's Foreign Language Academies) shall not apply for or participate in the Summer Residential Governor's School program; and I am not applying for a 2008 Governor's Foreign Language Academy or for another Summer Residential Governor's School.
		I certify that I am a resident of the Commonwealth of Virginia and eligible for a free, public education in the Commonwealth.
		I understand failure to provide complete and accurate medical and prescription information may result in immediate dismissal from the program.
		I certify that these are my truthful responses to these assurances.

Applicant's Full Name	
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INFORMATION ON THIS PAGE MUST BE COMPLETED BY THE APPROPRIATE CONTENT AREA TEACHER.

TEACHER RECOMMENDATION A

This recommendation must be made by a person in the student's area of interest who can assess his/her current abilities, preferably a teacher who has taught the student in a course closely related to the selected program. There are two required parts to the recommendation: a rating scale and a narrative.

RATING SCALE TEACHER A

1. What course or program of studies has the student taken under your supervision? In what year(s)?

2. Please estimate the extent to which the student has demonstrated in your class(es) the qualities listed below. Use the scale from 0-2 as indicated. Be sure to respond to all qualities; items omitted are included as a zero when computing a score. Please use only whole number values.

0=Good (Above Average)

1=Excellent (Top 10 Percent)

2=Outstanding (Top 2-3 Percent)

SCORE

1. Motivation and initiative
2. Self-direction
3. Intellectual curiosity
4. Independence of thought
5. Originality of ideas
6. Use of higher-level thinking skills
7. Attitude toward learning
8. Ability to contribute to a group process
9. Willingness to accept ideas of others
10. Emotional stability, maturity, and self-discipline
11. Openness to new experiences
12. Cooperative behavior
13. Respect and tolerance for the views of others

Subtotal A (out of 26)

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NARRATIVE TEACHER A

Teachers, please complete the narrative portion of the recommendation using specific examples from your work with this student to indicate how the student demonstrates these qualities: ability to work cooperatively and meaningfully in groups; openness to new and diverse situations; goals for academic growth; creativity; and intellectual and social maturity. Please print your narrative on school, personal, or professional letterhead. Sign and date both the printed rating scale and narrative and return them to the guidance office or as otherwise directed.

SIGNATURE OF TEACHER

PRINTED NAME

DATE

E-MAIL ADDRESS

PHONE #

Applicant's Full Name	
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INFORMATION ON THIS PAGE MUST BE COMPLETED BY THE APPROPRIATE CONTENT AREA TEACHER.

TEACHER RECOMMENDATION B

This recommendation must be made by any adult (outside of the student's family) who currently serves or has served within the last calendar year as a sponsor or mentor in the student's field of interest and who knows him /her well. There are two required parts to the recommendation: a rating scale and a narrative.

RATING SCALE TEACHER B

1. What course or program of studies has the student taken under your supervision? In what year(s)?

2. Please estimate the extent to which the student has demonstrated in your class(es) the qualities listed below. Use the scale from 0-2 as indicated. Be sure to respond to all qualities; items omitted are included as a zero when computing a score. Please use only whole number values.

0=Good (Above Average)

1=Excellent (Top 10 Percent)

2=Outstanding (Top 2-3 Percent)

SCORE

1. Motivation and initiative
2. Self-direction
3. Intellectual curiosity
4. Independence of thought
5. Originality of ideas
6. Use of higher-level thinking skills
7. Attitude toward learning
8. Ability to contribute to a group process
9. Willingness to accept ideas of others
10. Emotional stability, maturity, and self-discipline
11. Openness to new experiences
12. Cooperative behavior
13. Respect and tolerance for the views of others

Subtotal A (out of 26)

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NARRATIVE TEACHER B

Teachers, please complete the narrative portion of the recommendation using specific examples from your work with this student to indicate how the student demonstrates these qualities: ability to work cooperatively and meaningfully in groups; openness to new and diverse situations; goals for academic growth; creativity; and intellectual and social maturity. Please print your narrative on school, personal, or professional letterhead. Sign and date both the printed rating scale and narrative and return them to the guidance office or as otherwise directed.

SIGNATURE OF TEACHER

PRINTED NAME

DATE

E-MAIL ADDRESS

PHONE #

Applicant's Full Name	
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**INFORMATION ON THIS PAGE MUST BE COMPLETED BY APPROPRIATE SCHOOL AND
DIVISION PERSONNEL**

Confidential Information

PRINCIPAL/HEAD OF SCHOOL RECOMMENDATION

I hereby certify that this student is qualified and genuinely interested in attending the Summer Residential Governor's School.
I recommend this applicant.

Signature of Principal/Head of School

Printed Name

Date

School Name

Public School DOE Code

GIFTED EDUCATION COORDINATOR/REGIONAL COORDINATOR RECOMMENDATION

I hereby certify that this student is qualified and genuinely interested in attending the Summer Residential Governor's School.
I further certify that the nominee's attendance and discipline records have been reviewed and that information has been
taken into appropriate consideration. I thereby recommend this student for consideration.

Signature of Gifted Education or Regional Coordinator

Printed Name

Date

Name of School Division

Private School Region

Email Address

Telephone

Division/Regional Selection Committee
Name

Date of Meeting:
Position

1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____

Applicant's Full Name

**INFORMATION ON THIS PAGE MUST BE COMPLETED BY THE GIFTED EDUCATION OR
REGIONAL COORDINATOR**

2008 SUMMER RESIDENTIAL GOVERNOR'S SCHOOL ACADEMIC SCORES PAGE

I. CAREER HIGHLIGHTS: ACTIVITIES, RESEARCH, & HONORS

1 or 2 points possible per activity/program; no more than 3 may be counted. _____ (6 max)

1 or 2 points possible per research/study experience; no more than 3 may be counted. _____ (6 max)

(for NASA.NIA/VIMS 1 activity must reference VJAS/ISEF participation)

1 or 2 points possible per honor/recognition; no more than 3 may be counted _____ (6 max)

TOTAL I: (_____ Activities) + (_____ Research) + (_____ Honors) = _____ (18 max)

II. ESSAY EVALUATION

Reader One: Rate as ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Reader Two: Rate as ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

TOTAL II: [(_____ Reader One) + (_____ Reader Two)] x 2 = _____ (24 max)

III. TEACHER RECOMMENDATIONS (Pgs. 20-23)

Rating Scale:

[Teacher A _____ (26 max) + Teacher B _____ (26 max)] divided by 2 = _____ (26 max)

Narrative Evaluation:

[Teacher A _____ (6 max) + Teacher B _____ (6 max.)] multiplied by 2 = _____ (24 max)

TOTAL III: [(_____ Rating Scale) + (_____ Narrative)] multiplied by .52 = _____ (26 max)

Round to the nearest tenth.

IV. APPLICANT APTITUDE AND ACHIEVEMENT

Mark the correct response in each category. Include test information below. Use scale (8, 7, 6, 5, 4 or 3) to assign points to each category.

Measured Ability	Measured Achievement	Grade Point Average	Course Difficulty
(99-98%) <input type="checkbox"/> 8	(99-98%) <input type="checkbox"/> 8	4.0-3.8 <input type="checkbox"/> 8	Early college scholar... <input type="checkbox"/> 8
(97-95%) <input type="checkbox"/> 7	(97-95%) <input type="checkbox"/> 7	3.7-3.5 <input type="checkbox"/> 7	Challenging... <input type="checkbox"/> 7
(94-90%) <input type="checkbox"/> 6	(94-90%) <input type="checkbox"/> 6	3.4-3.0 <input type="checkbox"/> 6	Moderate degree... <input type="checkbox"/> 6
(89-85%) <input type="checkbox"/> 5	(89-85%) <input type="checkbox"/> 5	2.9-2.5 <input type="checkbox"/> 5	General program... <input type="checkbox"/> 5
(84-80%) <input type="checkbox"/> 4	(84-80%) <input type="checkbox"/> 4	2.5-2.0 <input type="checkbox"/> 4	
(<80%) <input type="checkbox"/> 3	(<80%) <input type="checkbox"/> 3	(<2.0) <input type="checkbox"/> 3	

TOTAL IV: _____ + _____ + _____ + _____ = _____ (32 max)

Measured Ability Test: _____

Date Taken: _____

Measured Achievement Test: _____

Date Taken: _____

GRAND TOTAL: (Add Totals of Parts I + II + III + IV) = _____

Round only to the nearest tenth; eg. 92.3 (100 max)